



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

10401 Highway 89A, Prescott Valley, AZ 86314

YCFA Achieve Academy dba YCFA Achieve Academy

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05 Underperforming  
2003-04 Not Evaluated  
2002-03 New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

#### High School Achievement Profile (a)

2004-05 Performing  
2003-04 Not Evaluated  
2002-03 New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05 Met  
2003-04 Met  
2002-03 Not Met

#### School Improvement Status (b)

2004-05 N/A  
2003-04 N/A  
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mr. Gary Spiker  
Schedule : 07:00 AM to 05:00 PM  
Grades : 4-12  
2005 Enrollment : 310  
Web Address : [www.myweb.cableone.net/achieve](http://www.myweb.cableone.net/achieve)  
Phone Number : (928) 775-8000  
Fax Number : (928) 775-8064  
E-mail : [sharon@yavapaidownsatpv.com](mailto:sharon@yavapaidownsatpv.com)

### Mission

Our mission is to provide a learning environment that will improve pupil achievement in core academic skills. Our commitment is to be involved in hands on vocational experiences in partnership with the Yavapai County Fair Association and related professions.

### School / Academic Goals

- ü We teach to the student's needs. Students work in classrooms, or with tutors, independent study, or by taking college courses as part of their high school work. Each student has an opportunity to discover and learn as they work toward their goals.
- ü To bring the community to the school by providing summer work programs that give students experience in areas where they show an interest, such as the Fairgrounds culinary dept, office, maint. & events. This provides school-to-work program emphasis.

### Enrollment

October 1, 2004 School Year Student Enrollment : 366  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 350

## Instructional Programs

- Ü Technology Based, On-site Special Ed
- Ü School-to-Work, Tutoring, Alternative Ed
- Ü Accelerated Prog-Dual Credit w/College
- Ü Integrated Program

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	9/8/2005
Last Day of School :	5/23/2006

## Shared Responsibilities

## School

The school is responsible to provide a high level of education, rules and regulations, as well as communications with parents, students and the site council.

## Parents

Parents are responsible to ensure their students are at school or at the bus stop for pick-up, and for communications with the school. Parents are also responsible to provide housing and nourishment appropriate to support the learning environment.

## Transportation Policy

The School provides transportation from various locations in Yavapai County to students. Students are responsible to follow bus rules and regulations.

## School Honors

## Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü First Place State Dairy Judging	2002
Ü County Fair Ag Contestants-Several Winners	2003
Ü Young American Essay Contest	2002
Ü Many Equestrian Awards, County and State Competitions	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	12	78906	100	100	99	460	460	498	40	40	13	40	40	19	10	10	48	10	10	20
All Students (Prior Year)	NC	NC	76019	NC	NC	100	NC	NC	499	NC	NC	14	NC	NC	39	NC	NC	14	NC	NC	33
Female	NC	NC	38644	NC	NC	99	NC	NC	500	NC	NC	12	NC	NC	19	NC	NC	49	NC	NC	19
Male	NC	NC	40236	NC	NC	99	NC	NC	497	NC	NC	15	NC	NC	19	NC	NC	46	NC	NC	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	10	10	36483	100	100	99	452	452	517	38	38	7	50	50	13	13	13	51	0	0	30
Students with Disabilities	--	--	10664	--	--	100	--	--	430	--	--	42	--	--	27	--	--	26	--	--	5
Students without Disabilities	12	12	68310	100	100	98	460	460	509	40	40	9	40	40	18	10	10	51	10	10	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	11	11	38679	100	100	96	453	453	483	44	44	20	44	44	25	0	0	45	11	11	10
Non-Economically Disadvantaged	NC	NC	40295	NC	NC	100	NC	NC	513	NC	NC	7	NC	NC	13	NC	NC	50	NC	NC	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	12	78908	100	0	99	442	442	484	20	20	10	70	70	23	10	10	58	0	0	9
All Students (Prior Year)	NC	NC	76020	NC	NC	100	NC	NC	503	NC	NC	25	NC	NC	23	NC	NC	40	NC	NC	12
Female	NC	NC	38648	NC	NC	99	NC	NC	489	NC	NC	8	NC	NC	22	NC	NC	61	NC	NC	10
Male	NC	NC	40233	NC	NC	99	NC	NC	479	NC	NC	12	NC	NC	25	NC	NC	55	NC	NC	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	10	10	36502	100	0	99	438	438	502	25	25	4	63	63	14	13	13	67	0	0	15
Students with Disabilities	--	--	10665	--	--	100	--	--	423	--	--	30	--	--	36	--	--	31	--	--	2
Students without Disabilities	12	12	68312	100	0	98	442	442	493	20	20	7	70	70	21	10	10	62	0	0	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	11	11	38662	100	0	96	432	432	468	22	22	16	78	78	32	0	0	49	0	0	3
Non-Economically Disadvantaged	NC	NC	40315	NC	NC	100	NC	NC	498	NC	NC	5	NC	NC	15	NC	NC	66	NC	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	12	78750	100	100	99	448	448	500	0	0	6	90	90	29	10	10	63	0	0	2
All Students (Prior Year)	NC	NC	75673	NC	NC	100	NC	NC	530	NC	NC	12	NC	NC	25	NC	NC	58	NC	NC	4
Female	NC	NC	38586	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	22	NC	NC	71	NC	NC	3
Male	NC	NC	40135	NC	NC	99	NC	NC	486	NC	NC	8	NC	NC	35	NC	NC	56	NC	NC	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	10	10	36440	100	100	99	451	451	516	0	0	3	88	88	22	13	13	71	0	0	4
Students with Disabilities	--	--	10622	--	--	100	--	--	415	--	--	21	--	--	50	--	--	28	--	--	1
Students without Disabilities	12	12	68196	100	100	98	448	448	513	0	0	3	90	90	25	10	10	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	11	11	38558	100	100	96	448	448	485	0	0	8	89	89	37	11	11	54	0	0	1
Non-Economically Disadvantaged	NC	NC	40260	NC	NC	100	NC	NC	514	NC	NC	3	NC	NC	21	NC	NC	72	NC	NC	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	51	78250	100	100	99	496	496	548	55	55	21	18	18	18	26	26	48	0	0	13
All Students (Prior Year)	63	63	75001	98	98	99	431	431	468	67	67	37	31	31	36	2	2	16	0	0	10
Female	22	22	38071	100	100	99	472	472	549	71	71	20	12	12	19	18	18	49	0	0	12
Male	29	29	40126	100	100	99	515	515	547	43	43	23	24	24	17	33	33	46	0	0	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	47	47	38320	100	100	99	492	492	568	57	57	12	20	20	14	23	23	55	0	0	19
Students with Disabilities	12	12	9329	92	92	100	438	438	454	70	70	64	20	20	18	10	10	16	0	0	2
Students without Disabilities	39	39	68996	100	100	99	516	516	561	50	50	16	18	18	18	32	32	52	0	0	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	39	39	33388	98	98	94	505	505	530	62	62	32	14	14	22	24	24	40	0	0	5
Non-Economically Disadvantaged	12	12	44937	100	100	100	467	467	561	33	33	13	33	33	15	33	33	54	0	0	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	51	78302	100	0	99	462	462	512	26	26	11	42	42	25	32	32	57	0	0	7
All Students (Prior Year)	63	63	74918	98	98	99	468	468	497	55	55	32	20	20	19	25	25	35	0	0	15
Female	22	22	38082	100	0	99	445	445	518	18	18	8	53	53	24	29	29	61	0	0	7
Male	29	29	40166	100	0	99	475	475	507	33	33	14	33	33	26	33	33	54	0	0	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	47	47	38347	100	0	99	460	460	531	26	26	5	43	43	17	31	31	68	0	0	10
Students with Disabilities	12	12	9353	92	0	100	404	404	429	50	50	40	50	50	38	0	0	22	0	0	1
Students without Disabilities	39	39	69024	100	0	99	482	482	524	18	18	7	39	39	23	43	43	62	0	0	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	39	39	33398	98	0	94	469	469	495	31	31	18	41	41	35	28	28	46	0	0	2
Non-Economically Disadvantaged	12	12	44979	100	0	100	436	436	525	11	11	6	44	44	18	44	44	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	52	78094	100	100	99	496	496	545	5	5	3	39	39	18	55	55	77	0	0	2
All Students (Prior Year)	54	54	74503	84	84	99	433	433	491	24	24	9	36	36	32	40	40	51	0	0	8
Female	23	23	38025	100	100	99	484	484	558	12	12	2	35	35	13	53	53	82	0	0	2
Male	29	29	40013	100	100	99	505	505	534	0	0	5	43	43	23	57	57	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	48	48	38265	100	100	99	494	494	564	6	6	2	40	40	11	54	54	84	0	0	3
Students with Disabilities	13	13	9275	100	100	100	415	415	444	10	10	14	70	70	46	20	20	39	0	0	1
Students without Disabilities	39	39	68892	100	100	98	524	524	559	4	4	2	29	29	14	68	68	82	0	0	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	39	39	33296	98	98	94	505	505	527	7	7	5	38	38	27	55	55	67	0	0	0
Non-Economically Disadvantaged	13	13	44871	100	100	100	466	466	559	0	0	2	44	44	12	56	56	84	0	0	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	53	69846	100	100	100	655	655	699	44	44	21	19	19	11	36	36	49	0	0	18
All Students (Prior Year)	56	56	65934	100	100	100	475	475	492	65	65	43	23	23	18	8	8	24	4	4	15
Female	26	26	34328	100	100	99	674	674	702	44	44	19	28	28	12	28	28	51	0	0	18
Male	26	26	35509	96	96	100	636	636	696	44	44	23	11	11	11	44	44	48	0	0	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	NC	NC	23363	NC	NC	100	NC	NC	680	NC	NC	32	NC	NC	16	NC	NC	45	NC	NC	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	46	46	36421	98	98	99	653	653	714	45	45	12	21	21	8	33	33	54	0	0	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	46	46	62220	96	96	99	674	674	712	47	47	16	17	17	11	37	37	53	0	0	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	33	33	21421	87	87	92	679	679	686	38	38	35	17	17	15	46	46	43	0	0	7
Non-Economically Disadvantaged	20	20	48489	100	100	100	607	607	704	58	58	15	25	25	10	17	17	52	0	0	23

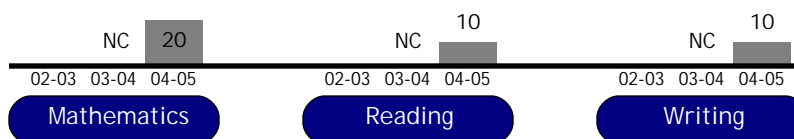
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	54	71311	100	100	100	652	652	694	8	8	7	44	44	21	49	49	63	0	0	9
All Students (Prior Year)	58	58	68162	98	98	100	493	493	509	26	26	18	34	34	24	34	34	51	5	5	8
Female	23	23	34899	96	96	100	678	678	700	0	0	5	41	41	19	59	59	66	0	0	10
Male	31	31	36430	100	100	100	632	632	688	14	14	9	45	45	22	41	41	61	0	0	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	NC	NC	24056	NC	NC	100	NC	NC	672	NC	NC	13	NC	NC	31	NC	NC	53	NC	NC	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	49	49	36841	98	98	99	651	651	713	8	8	3	42	42	12	50	50	72	0	0	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	45	45	63379	96	96	100	673	673	707	6	6	5	42	42	18	52	52	68	0	0	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	35	35	22243	92	92	93	677	677	677	4	4	14	41	41	32	56	56	51	0	0	3
Non-Economically Disadvantaged	19	19	49157	100	100	100	598	598	702	17	17	4	50	50	16	33	33	69	0	0	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	56	70868	100	100	100	632	632	688	13	13	5	63	63	23	25	25	63	0	0	9
All Students (Prior Year)	57	57	67629	97	97	100	470	470	524	54	54	22	25	25	16	19	19	59	2	2	3
Female	24	24	34710	100	100	99	668	668	697	0	0	3	72	72	19	28	28	66	0	0	12
Male	32	32	36176	100	100	100	602	602	678	23	23	7	55	55	27	23	23	59	0	0	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	NC	NC	23868	NC	NC	100	NC	NC	670	NC	NC	9	NC	NC	33	NC	NC	55	NC	NC	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	50	50	36710	100	100	99	629	629	702	14	14	2	62	62	15	24	24	69	0	0	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	47	47	63054	100	100	99	654	654	701	6	6	3	66	66	20	28	28	67	0	0	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	35	35	21994	92	92	92	647	647	673	15	15	10	59	59	36	26	26	52	0	0	3
Non-Economically Disadvantaged	21	21	48960	100	100	100	600	600	694	8	8	3	69	69	18	23	23	67	0	0	12

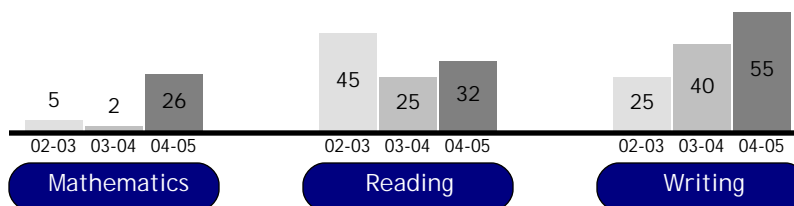
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

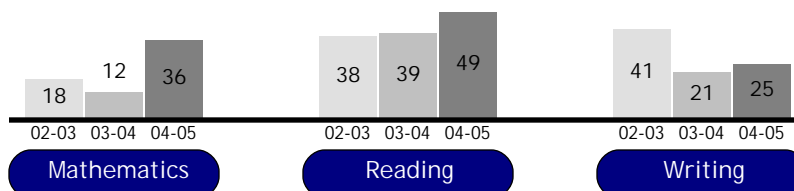
5th Grade Proficiency



8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	--	--	--	52	NC	NC	NC	56	NC	NC	NC	48
	Language	--	--	--	48	NC	NC	NC	52	NC	NC	NC	49
	Mathematics	--	--	--	57	NC	NC	NC	61	NC	NC	NC	53
5	Reading	--	--	--	50	NC	NC	NC	55	100	25	25	50
	Language	--	--	--	46	NC	NC	NC	49	100	35	35	50
	Mathematics	--	--	--	57	NC	NC	NC	63	100	28	28	49
6	Reading	98	44	44	53	100	32	NA	56	82	38	38	51
	Language	100	34	34	45	100	30	30	48	82	29	29	47
	Mathematics	98	50	50	62	100	39	39	66	86	35	35	52
7	Reading	98	45	45	51	100	47	NA	54	91	31	31	50
	Language	100	38	38	54	100	37	37	58	91	31	31	52
	Mathematics	100	44	44	58	100	41	41	62	89	32	32	50
8	Reading	97	51	51	53	100	43	NA	55	98	31	31	51
	Language	93	41	41	49	100	27	27	52	98	28	28	50
	Mathematics	96	44	44	58	100	37	37	61	98	36	36	53
9	Reading	94	46	46	41	97	33	NA	42	96	34	34	51
	Language	92	38	38	42	91	25	25	42	96	34	34	50
	Mathematics	96	55	55	60	88	49	49	63	96	37	37	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 3 Student(s)

## Council Duties

- ü Recommendations Regarding Policies
- ü Recommendations Regarding Busing Sched.
- ü Recommendations on Electives
- ü Recommendations on Extra-curricular
- ü Budget Review and Recommendations
- ü Fundraising

## Staffing Information for School Year 2005-06

## Position

## Number

## Position

## Number

Administrator	2.00	Teacher	15.00
Other Professional Staff	.00	Teacher Aide	4.00

## Years of Teaching Experience for School Year 2005-06

## Experience

## Bachelor's

## Master's

## Doctorate

## Other

3 or fewer years	3	0	0	0
4 to 6 years	4	3	0	0
7 to 9 years	2	0	0	0
10 or more years	4	4	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	56
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	18%
Percent of core classes not taught by Hightly Qualified Teachers	0%

## Resources Available at School Site

## Special Facilities

- ü Computer Lab, Extensive Culinary Kitchen
- ü Ag Science & Indoor/Outdoor Equestrian

## Extracurricular Activities

- ü Sports
- ü Equestrian/Extensive Ag Science
- ü Computer A+ Cert, Network+ Cert
- ü Dual College Activities/Credits

## Social Services

- ü Free & Reduced Lunch Program
- ü Drug Free Instruction
- ü Alcohol Free Instruction

## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

- ü Equestrian, Agriculture Science, and our FFA program have won many awards, one of which was winning first place in dairy judging.
- ü Our students responded to individualized choices; students even as young as high school freshman are participating in college classes. Students are choosing to work at the Fairgrounds during the summer to learn a trade or increase skills.
- ü One of our Junior students was chosen for the Governor's Council on Leadership,
- ü several of our graduating seniors received scholarships.

## Student Activity Rates for School Year 2004-05

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	88	95	94	95
Transfers Out Rates <sup>5</sup>	42	12	12	17
Transfers In Rate <sup>6</sup>	56	28	28	37
Stability Rate <sup>7</sup>	57	87	87	82
Promotion Rate <sup>8</sup>	90	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	6	0	1	6
Status Unknown <sup>11</sup>	3	0	1	4
Graduation Rate <sup>12</sup>	77	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Zero tolerance to drug/alcohol use. Utilization of the local agencies as needed. We encourage parents, students and teachers to be pro-active in the area of safety and reporting any instances when they occur. Utilize site council recommendations.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

28
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	John Hatfield	(928) 775-8057
Transportation Policy	Tammy Desjadon	(928) 775-8000
Community Resources	Jim Grundy	(928) 775-8000
School Nutrition Programs	Heather Blackwell	(928) 775-8009
Parent Organization	Rita Lamond	(928) 775-8000
Student Health/Nurse	Sue Grundy	(928) 775-8000

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

#### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

#### TITLE I TERMS

##### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

##### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

##### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

##### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

##### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

## Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 16 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.